JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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—Percy Jones

Dr. Jay B. Nash, keynote speaker for the Hamilton Convention.

Vol. 27 **April - May, 1961** **No. 4**

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1959 - 61

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

Editorial

PROFESSIONAL PROGRESS

The week-end of March 4th, 1961 will be recorded as a milestone in the history of our profession in Canada. This was the date on which our official working relationship with the C.M.A. had its beginning. This was the occasion on which representatives from the Canadian Medical Association and CAHPER sat down around the conference table to discuss common problems and to formulate plans for joint action in the future.

The implications of this event for our profession are great. It would appear that we may now have the opportunity to work hand-in-glove with medical people and to appreciably expand our contribution to the health and fitness of the Canadian populace. It would also seem that the door will soon be open for much needed research in our field — both basic physiological investigations and survey studies.

Although we cannot at this time report on details of the proceedings and resolutions of the March 4th conference, we can assure our membership that the discussions were robust, the speakers were informative, and the recommendations were positive. The following is the news release issued to the Canadian press by the C.M.A.

* * *

TORONTO — Realizing the importance of 'education for physical fitness', a joint conference with representation from The Canadian Medical Association and the Canadian Association for Health, Physical Education and Recreation took place at C.M.A. House in Toronto, Saturday and Sunday, March 4 and 5.

Twelve key physical educationists from across Canada; and eleven members of The Canadian Medical Association participated. In addition, representation from both professions were present as observers.

While the title "Education for Physical Fitness" was assigned to the conference, the participants were concerned primarily with ways and means whereby the two associations might work together to improve the physical fitness of Canadians.

This is the first time that both the medical profession and physical educationists have participated in a joint conference and their discussion on physical fitness centred on the following groups: the pre-school child; the school child to puberty; the adolescent; and the adult.

Dr. G. E. Duff Wilson, Kitchener, Chairman of the C.M.A. Committee on Public Health, was the conference chairman. Other officials from both professions, apart from the speakers, included:
Dr. Harry Ebbs, Toronto, Director, Physical Education, University of Toronto; Mr. Gordon A. Wright, Toronto, President, C.A.H.P.E.R.; Mr. C. R. Blackstock, Toronto, Executive Director, C.A.H.P.E.R.; and Dr. A. F. W. Peart, Deputy General Secretary, C.M.A.

In speaking on the role of the medical profession Dr. Wilson stated that the importance and value of physical activity to the health of the people is recognized by the medical profession. "We are anxious and willing to support the Canadian Association for Health, Physical Education and Recreation in its promotion of physical fitness for Canadians," said Dr. Wilson.

Dr. Maury Van Vliet, Director, School of Physical Education, University of Alberta, referring to the relationship of the two groups said that physical education has a role to play in preventive medicine. He said that most of the scientific facts required for intelligent 'fitness' comes from front line medical research. Dr. Van Vleit said that in order to encourage enthusiasm for some measure of personal fitness, there must be a vast network of school and club participation aiming at various forms of excellence. "This", he said, "Can only be done with the consent willingness, and determination of the public.

The importance of research in physical

education was stressed by Dr. David Bates, Montreal, and other physiologists present.

It was quite evident that the representatives of both the medical profession and physical educationists endorse a continuing interest in a joint program to stimulate and maintain interest in physical education in all its aspects. The speakers representing the four different age groups emphasized this point; and it is understood that the conference will make specific recommendations and suggestions to their own and other relevant associations and governing bodies.

* * *

The specific recommendations of the joint conference will be presented to the CAHPER membership for ratification and action at the June Convention in Hamilton. Our deliberations and decisions at that time will materially affect the future of our profession in Canada.

Great strides forward are imminent for Health, Physical Education and Recreation. And accompanying this progress will be greatly increased responsibility to carry our share of the burden in our working relationship with medical men.

John R. Life
Editor

* * *

Editorial Note:

As indicated elsewhere in this Journal, the theme of the June Convention is "Basic Issues in Health, Physical Education and Recreation". In line with the theme, this issue presents the thoughts of a few of our Canadian leaders on some of these basic issues. It is to be hoped that the ideas expressed herein may provide some pre-convention food for thought for our readers.

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Write or phone the Director of Extension, McMaster University, Hamilton, Ontario, for the Extension Department Calendar which outlines completely the work of the Department.

Phone JAckson 9-7101

OUR SUCCESSES IN PHYSICAL EDUCATION

"PART TWO"

JOHN W. MEAGHER Ph.D.
Director, Department of Physical Education
University of New Brunswick, Fredericton

Twenty-nine years ago there appeared in the American Physical Education Journal an article entitled, "Our Successes in Physical Education". The author was Dr. Arthur S. Lamb. This brief article was reprinted and widely distributed several years because, unlike many of the magazine pieces that preceded and followed it, it was positive, constructive, complimentary, and reassuring.

Today, as we move into the second year of the fabulous sixties, I feel that it would be well for us to reflect on our successes over the past fifteen years, and to gain from these victories new hope and determination for the trying and telling years that are ahead of us. I feel that such reflection is all the more important in the light of the psychological shot-in-the-arm which we have all received first from the Duke of Edinburgh, and second, from the Sports Illustrated article of late December 1960, under John F. Kennedy's by-line.

Facilities

Despite statements and articles to the contrary, Canadian schools and communities have added more athletic and physical recreation facilities to their holdings during the past fifteen years than in the previous one hundred. Pools, rinks, courts, diamonds, playfields, stadia of all types and descriptions have sprung up in suburban areas, reclaimed mid-city lots, country districts. Although we have failed to better appreciably the ratic between individuals and square foot of playing space because of increased urbanization, we have, nevertheless, kept pace with the increased population statistics. More facilities are required—especially of the camping, outdoor education, skiing and swimming varieties. But even Dad Lamb would be amazed at the number of elementary and secondary school gymnasia that have sprung up through tremendous local effort in every corner of his beloved Montreal and elsewhere.

Professional Education

When Dr. Lamb wrote his "Successes" article, he was in the process of battling for the establishment of a degree course in Physical Education at McGill. He knew that the University of Toronto would open a degree course in 1940, and he wanted desperately to lead the second such school. Today, we can boast of professional degree courses in all sections of Canada—British Columbia on the West coast; Alberta and Saskatchewan on the Prairies; Toronto, McMaster, Queens, Western Ontario, and Ottawa serving Ontario; McGill, Laval, and Montreal serving English and French-speaking Quebec; and New Brunswick serving the Atlantic region. We now have our first graduate degree course at U.B.C. Recreation leadership training is now provided by Western, British Columbia, Alberta, among others. Summer schools for teachers and leaders are conducted in all regions. The number of degree graduate actively engaged in the fields of Health, Physical Education, and Recreation has increased more than 600 per cent in the past ten years. More people are entering the profession, and more people than ever before are remaining in the profession after serving their apprenticeship.

Professional Association

After a rather shaky period of inactivity, the Canadian Association has blossomed forth into a strong, vital, active organization. The membership has increased dramatically; the Journal has achieved a standard of excellence unsurpassed anywhere; more and more grass roots people are being worked into the affairs of the Association; and, at last, there exists a corps of nationally recognized leaders with-

(*Continued on page* 34)

CAHPER CONVENTION

JUNE 19-23

McMASTER UNIVERSITY, HAMILTON, ONTARIO

CONVENTION PROGRAMME

DELEGATES TO THE 1961 CAHPER CONVENTION WILL BE

"LOOKING AT BASIC ISSUES"

IN HEALTH
PHYSICAL EDUCATION
AND RECREATION

Your Convention Committee is pleased to announce more highlights of the 1961 Biennial Convention.

In addition to DR. JAY B. NASH, who will deliver two major addresses, other internationally known speakers will deal with the most significant problems facing our profession today.

DR. PETER V. KARPOVICH, famous research physiologist from Springfield College, who was recently elected President of the American College of Sports Medicine.

DR. JOSEPHINE L. RATHBONE (Mrs. P. V. Karpovich), who for many years was associated with Teachers' College, Columbia University, and who is an outstanding authority on corrective physical education, tension and relaxation.

DR. JOHN GRIFFIN, General Director of the Canadian Mental Health Association — the man who is providing such vigorous leadership in combating mental illness.
Many other nationally known speakers will present papers and participate in panel discussions.

OTHER ITEMS OF SPECIAL INTEREST ARE:

DEMONSTRATIONS

— The new method of artificial respiration
— Demonstrations of "Movement Training"
— Demonstrations of German gymnastics
— Special performance by the Canadian Army Gymnastic Team

REPORTS

— Outdoor education experiment conducted by the Toronto Board of Education
— Secondary School athletics across Canada
— Professional training programmes in Recreation
— Implications for Health, Physical Education and Recreation of provincial and national studies conducted in the general education field.
— Research projects being conducted in Canada in Physical Education

SOCIAL ACTIVITIES

— Banquets and special luncheons
— Dances and concerts
— Tours to Niagara Falls
— Visit to Stratford Shakespearian Festival

John H. Passmore, Chairman,
Programme Committee

REGISTRATION

For members — $7.50. Includes all meetings, convention banquets, convention proceedings.

For members by the day — $2.00. Does NOT include banquets, proceedings.

For non-members by the day — $3.00. Does NOT include banquets, proceedings.

On arrival at McMaster Campus, be sure to first check in at the registration desk at the Students' Centre Building.

ACCOMMODATION

Accommodation will be available from 6:00 Sunday evening, June 18 on.

Complete accommodation per day $6.00

Rooms	$3.00	Separate
Breakfast	.75	
Lunch	1.00	
Dinner	1.25	

Accommodation available for single men
single women
married couples.

This is all residence accommodation.

Off campus accommodation is available in nearby hotels and motels if desired.

REGISTRATION FEES OR ACCOMMODATION BOOKING MAY BE FORWARDED NOW TO:

Mrs. G. O'Reilly, Secretary,
1961 CAHPER Convention,
Physical Education Department,
McMaster University,
Hamilton, Ontario.

ENTERTAINMENT

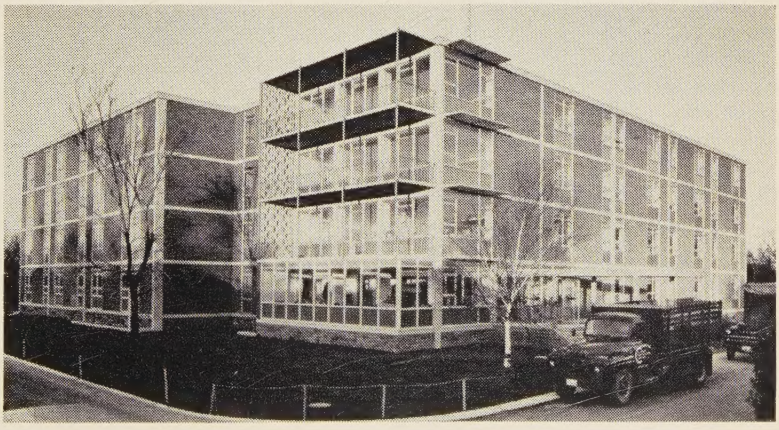
Entertainment is being planned for delegates and their wives. Included among the tentative plans are:

Tours to Niagara Falls,

Trips to — Stratford Shakespearian Festival
— O'Keefe Centre, Toronto.

For any information or special arrangements contact:

Mr. Mike Furlong, Chairman,
CAHPER Convention,
Entertainment Committee,
57 Donn Avenue,
Stoney Creek, Ontario.



The new Women's residence— McMaster University— Hamilton, Ontario

FURTHER STATEMENTS IN THE HEALTH EDUCATION CONTROVERSY

By STEWART A. DAVIDSON, Ph.D.
Vice-President, Health Education, CAHPER

The October issue of the American Journal of Health, Physical Education, and Recreation displayed on its cover a resolution passed by the House of Delegates of the American Medical Association which stated:

"Resolved that the American Medical Association reaffirm its long-standing and fundamental belief that health education should be an integral and basic part of school and college curriculums and that state and local medical societies be encouraged to work with the appropriate health and education officials and agencies in their communities to achieve this end."

If we expect to gain similar support from the Canadian Medical Association, should we not, as professionals in this field of Health Education, critically evaluate statements such as those made by Dr. Millar of the University of Saskatchewan and reported in the last issue of our Journal, and determine their validity. Your comments to this point have been invited and we hope for some response from our readers.

An interesting study has been conducted by Joseph Borozne and Leslie W. Irwin, of Boston University, and is reported in the October issue of the Research Quarterly. It gives credence to many of Dr. Millar's statements concerning the unreliability of so-called factual material currently appearing in textbooks and periodicals.

Borozne and Irwin's study was constructed for the purpose of determining the prevalence of certain harmful health misconceptions. A jury composed of two health educators and twenty-seven doctors of medicine (with varied fields of specialization—general practitioner, pediatrician, psychiatrist, surgeon, pathologist, dermatologist, eye and ear specialist, gynecologist, etc.) thoroughly examined statements culled from published textbooks and articles, as well as the advertising media, newspapers, radio, television and magazines. These statements were evaluated by the jury and some of those proven to be invalid are presented here for your consideration. Try them on yourself, they are all recognized by this jury as health misconceptions, and note those which you have previously understood to be true statements of fact. Try them on your students and be prepared to defend your position.

1. A mouthwash is healthful because it helps kill germs in the mouth and throat.
2. A blind person has a keener sense of touch and hearing because the strength normally in the eyes has gone to other sense organs to make them more acute.
3. The main purpose of a dentrifice is to kill bacteria.
4. Arch supports should be used by all people with flat feet.
5. A daily bowel movement is always necessary for good health.
6. Alcohol is a stimulant.
7. Six-year molars are replaced with second teeth.
8. Cutting or shaving a person's hair makes it grow faster and thicker.
9. Wearing bathing hats or ear plugs while swimming will ensure protection for the ears.
10. The use of lanoline restores the natural oils lost as a result of washing the hair.
11. Chewing on bones or hard objects strengthens the teeth.
12. It is a bad health habit to drink water while you exercise.
13. The main function of perspiring is to eliminate body poisons.

(*Continued on page* 32)

This is the second in a series of articles by Dr. Stewart Davidson dealing with health education problems. The first in this series appeared in the last issue of the Journal. The final article will be published in the June 15th issue.

ARE YOU SELLING PHYSICAL EDUCATION?

By CARL NAUMOFF

Consultant in Physical Education, Toronto Board of Education

During Education Week many commercial agencies offer floor space in public places and store windows for educational displays. The photo which accompanies this article shows what the Physical and Health Education Department of the Toronto Board of Education contrived in one of the downtown theatres.

Displays attractively arranged offer much more than the printed word. In this display thousands of theatregoers had a chance to see what was being done in Toronto schools. It was designed to show many aspects of the programme from Grade 1 to Grade 13, and emphasized a piece of apparatus offered in the primary grades.

Photos to illustrate the programme were mounted on surrealistic forms of coloured cardboard. These had been sprayed around the edges with ink to make them stand out. They were then mounted on a corrugated cardboard background of contrasting colour. Small blocks of wood were used to make the photos stand out, so that shadows would be cast when the display was lighted. Manikins of children, borrowed from an advertising agency were dressed in the proper physical education uniforms and set to portray the use of the Essex Agility Apparatus. Embossographed letters were used to explain the various activities in the photos.

A few simple procedures to follow when working on a display:

1. Decide upon which subject you wish to use in your display (e.g., track and field).
2. Choose a specific topic which can most readily be adapted to the arrangement you plan to use (e.g., sprint starts).
3. Gather the available materials which you will use in your presentation, and decide which will stand out most effectively (e.g., photographs, illustrations, models, textured materials).
4. Sketch a plan of your proposed display as illustrated, noting the arrangement and special devices.
5. Set up the actual display.
6. Evaluate your efforts:
   (a) Is it balanced?
   (b) Is it attractive?
   (c) Is there variety?
   (d) Have you made your point?

ORGANIZATION FOR RESEARCH

— A PROPOSAL —

By NORMAN J. ASHTON

Canadian thought and action patterns have traditionally been adopted consciously, or subconsciously, from the U.K. and the U.S.A. The accusation is often made, and quite accurately, that while assimilating these patterns we fail to make adequate use of the lessons learned by our more experienced cultural parents and go through the entire learning process by the same trial and error methods they used. We are performing this same ludicrous ritual in the fields of physical education and recreation, and specifically in the area of Physical Education research.

Historically we are in the very early stages of development in the research area. Although it is difficult to pinpoint exact dates it may be said that no serious research was done in Canada on any scale prior to 1955. It may further be noted that not a great deal of significance has been published before or since that date in this country.

In the past five years research workers have been hard at work at scattered points across the country. Each is working independently and several are delving into the same or similar problems. For example several "physical, or motor, fitness" test batteries have been established. We have the U.N.B. test, the Western Ontario test, the C.P.E. test, the Toronto test, to name but a few. There would appear to be a great need to publish a test bearing the name of an institution or with some other distinctive title. A quick look at the situation in the U.S.A. twenty years ago reveals a similar state of affairs. Literally dozens of different test batteries were formulated—all purporting to test physical fitness or some components of it—all varying and agreeing to some degree. Dozens of researchers were seeking answers to the same questions — most of them using the same methods — all of them coming up with different answers, none of which have been acceptable to very many people aside from the researchers themselves and their disciples.

Perhaps because of the great number of personnel and institutions the U.S. could afford to do it this way, but can Canada with only a handful of each?

Some years ago some of the members of the AAHPER decided that unilateral action was fine in some areas, but the profession as a whole had certain common problems and responsibilities which could only be resolved by concerted, co-operative action. The Research Council of AAHPER agreed a few years ago on a test battery which, for better or for worse, would be used as a national, standard test. As a result of this united action they have made great strides forward in the past three years.

Through publications and frequent conventions, other nations have been able to effect communications between researchers. In Canada we have not as yet been so fortunate. The CAHPER Journal has improved tremendously and is an excellent medium of communication. However, it cannot carry the entire burden alone. The cost would be prohibitive.

It was noted earlier that little significant research has been published in Canada. This is not to say that none has been done. It is to say, rather, that such research has not been published in a form that is readily accessible to the persons who could derive benefit from it. Obviously we cannot reenact U.S. history by publishing a Research Quarterly so we must develop a method of communicaion which fits the Canadian picture and which will be a large historical step forward.

In brief the historical story looks something like this:

U.S.A.	CANADA
Independent action.	Independent action.
Overlapping research—no standards for research.	Overlapping research.
1930—communications effected via Research Quarterly.	No standards for research.
Low standards for research.	
Research Council formed.	
Co-operative efforts plus independent research.	

The major question may be simply stated: Do Canadian researchers wish to spend the next twenty years in moving through the same steps that their counterparts in the U.S. did?

The answer should be no, and certain steps should be taken to circumvent the not necessarily inevitable course of history. The only prerequisite is a truly professional attitude on the part of all persons concerned. Any such advance requires co-operation and some degree of selflessness.

The following proposals are put forward as possibilities.

The first step would be to determine who the researchers are and to establish a means of communication between them. It is suggested, therefore, that an active Research Committee be established within the framework of CAHPER. To initiate the project it is further suggested that the Executive of CAHPER appoint a group of three persons generally recognized as qualified researchers to form the initial screening and accrediting agency for the committee. This group would then meet, or correspond, and formulate the details of the operation of the committee. They would, for example, establish interim standards for acceptable research, and an organizational pattern for the committee.

Anyone wishing to be admitted to membership on the Research Committee could then be required to submit a completed research report to the Committee. (In the initial stages this would be to the appointed group of three.) There should be one copy for each member of this accrediting group. The group would review the report and, by the standards which they have established, either accept or reject it. Acceptance would mean membership on the committee. Within a year or so the committee would have expanded so that it would be able to elect an executive and accrediting group from the membership.

To remain a member of the Research Committee the member must submit at least one completed research report every two years. This report must also be reviewed by the committee as to worthiness.

Each report accepted by the Committee must be provided in sufficient quantity so that each committee member, each provincial branch of CAHPER, and each university with a physical education major course may receive one.

At a time to be decided by the members the Committee should meet and discuss research requirements in the field, plan co-operative research on common problems, and seek to ensure that someone, somewhere, is allocated the responsibility for investigating specific problems facing the profession.

Twice a year the members should report on research in progress, or research planned for commencement within the next six months period. This information could be tabulated and included in the CAHPER Journal, or a special bulletin prepared and forwarded to committee members.

It is believed that the above proposals would:

(i) maintain a high standard of research within Canada;

(ii) ensure a steady flow of high quality reports;

(iii) enable the profession to have knowledge of the latest research findings;

(iv) keep researchers current regarding work in progress in the field; and

(v) provide a medium for planning research in this field on a nation-wide basis resulting in a maximum of production from the energies expended.

The number of physical educators engaged in research of one form or another is increasing each year. However, because of the size of the country and the limited opportunities for research work this number will never be great. It would appear to be a responsibility of the profession to ensure that the most, and the best, work is extracted from those who are engaged in this type of activity. Only through some form of positive action by the professional society can this be accomplished.

MAJOR PROBLEMS IN RECREATION

DEAN J. B. KIRKPATRICK

College of Education, University of Saskatchewan

(from Saskatchewan Recreation, Fall, 1960)

The following is an excerpt from a talk by Dean J. B. Kirkpatrick to the Western Canada Conference on Recreation held at Swift Current, October 15, 1960. In his preamble to the portion of the talk presented here, Dr. Kirkpatrick takes "a look at the kind of world in which we are living in 1960" and considers "the problems which this kind of world brings to those who live in it." He cites the "Technological Explosion" and the "accelerated rate at which we are advancing" as a major factor in world change. He talks of "our shrinking world" and says "There are unmistakable indications of 'softness' in this country and the United States." Dr. Kirkpatrick elaborates on some of the factors which have caused him to become concerned "about the attitude of people."

Having noted what seem to me to be three of the most important developments in our time, let us turn to a consideration of the effect that these developments have had upon people.

There are many important and obvious effects which one might list, and some of these are in themselves worthwhile topics for a whole series of conferences. For example, the continuing trend toward industrialization and urbanization — or the increasing number of "sixty-plus" citizens in our communities. But I said that I intended to speak only on a few very general and very basic issues, so I must avoid the trap of discussing even such important problems as these.

I shall put forward only two propositions, the first of which is that, by his very nature, man is incapable of any complete and sudden change in his basic biological and psychological makeup. Evolution is a slow process and in time it may be that a new, somewhat more intelligent and more complicated animal than man will appear upon the face of the earth, but for the present, our only practical concern is with the same old fellow who first tilled the earth and rode the horse.

What is he like—this Homo Sapiens? He can be selfish, he can be noble, he can be wonderfully kind, he can be unspeakably mean, he can be wise, he can be foolish. And the same man can be all of these, for in the purest saint there is some touch of the sinner, and in the most hardened sinner, some capacity for sainthood.

To whatever social group he belongs, his basic needs are the needs of all his kind. He needs food and shelter, companionship, love, recognition, and an ideal which will give purpose to his existence.

He is also tremendously adaptable, and highly educable, and herein lies his hope for the future.

Adjustment to so rapidly changing a world will be the severest test of man's adaptability that he has yet faced. But the existence and strength of his innate social qualities, plus his educability, should give old Homo Sapiens at least a fighting chance to become the master, and not the victim, of his newfound power.

The second proposition I would like to make to you is this—that the greatest, most urgent, social problem in our time is the simple problem of how to live with ourselves and with other people. Our understanding of human relationships has lagged far behind our understanding of science. As a result, our civilization is like a man whose left leg has grown out of all proportion to his right. Until our two props can be brought into better balance, we shall

continue to limp, and our limp is already far too pronounced.

Hence, it is the task of improving human relationships that demands our most special attention. We need to improve our powers of communicating with each other, our understanding of each other, our appreciation of and respect for each other's feelings and aspirations.

Somehow, sometime, we must change the way we think and, what is still more important, the way we FEEL about other peoples. We may not have much time in which to make the change, and insistence upon following old patterns and old paths will only compound our difficulties by creating fresh hatred and bitterness.

Two things are certain—that there will be no easy road toward a newer and better world, and that we must create this world for ourselves. We cannot expect it to be given to us. We cannot rely upon international treaties, trade agreements, or discussions in the halls of the United Nations, to do the job for us, though all of these can help. We must begin much closer to home, with the daily thoughts, words, and actions of men and women, and perhaps more especially of boys and girls. It is in the minds and hearts of each one of us that the struggle for a better world will be won or lost.

What, then, must we do in order to play our part in this greatest issue of our day?

Our needs, as I see them, are threefold—1. the need for a firm belief in, and practice of, a set of values consistent with the Christian way of life; 2. the need for increased sensitivity to the thoughts and feelings of other people, together with increased skill in communicating our own feelings and ideas to others, and in reaching out for the feelings and ideas they express to us; 3. the need for enough flexibility in our patterns of behaviour to enable us to respect the rights and feelings of others who hold different views—without abandoning or weakening our own fundamental convictions.

How can we bring about these basic changes?

My approach to the problem is probably a result of my early upbringing on a Saskatchewan farm, where all problems were dealt with simply and directly. I never took a lecture course on how to milk a cow—after one or two simple instructions from my father, the cow and I were put together with a milk pail between, and I learned to milk by milking. We learn by doing, and the only way to improve our appreciation and understanding of other people is to meet more often with other people, in a setting which is favourable to the development of good relationships with them.

The responsibility for providing such a favourable climate, and for giving leadership in the development of better ways of living together, is one which is shared by many agencies. Of these the home is the first and most important, and parents have leadership responsibilities which can never be safely delegated to any one else. The church and the school must also accept their share of responsibility. Let me, in passing, suggest that wherever and whenever possible, recreation agencies should play a supporting rather than a competing role in relation to these three basic institutions.

In the whole mosaic of our pattern of living, recreation is one of many influences upon people. It is nevertheless a very important one. Recreation is first and last concerned with people—people of all kinds engaged in a variety of activities which they have chosen of their own free will. Recreation can help to develop individual personalities—through quiet creative activities or through associations with others. Recreation knows no barriers of race or color. The old and the young, the son of the banker and the son of the day labourer, the Chinese and the white, the Catholic, the Protestant and the Jew can meet upon the common ground of their individual interests. And they can do so without destroying their individual or group identity.

Please do not misunderstand me. I am not suggesting that every recreation activity should be treated as a sort of "school for the improvement of human relationships". Such an approach immediately defeats its own aims, for the essence of recreation is voluntary participation for the sake of the activity itself. The social and personal benefits which lie in recreation are best realized as by-products. But I *am* suggesting that if you, as recreation leaders, fully appreciate the potential value of recreation

(*Continued on page* 32)

ALBERTA CONFERENCE OF PROFESSIONAL WOMEN

Last November the professional women of the Province of Alberta made a significant contribution to our profession at their conference at Banff. The opening panel (pictured herein) discussed the topic "Physical Education and Recreation Problems." We list below the problems which were felt to be of paramount importance.

1. There appears to be a duplication of activities provided in physical education classes and in recreation programs.

2. There is a need for trained personnel, better equipment and more facilities particularly in the elementary grades.

3. Additional instructional time is necessary at the University level to overcome lack of sufficient high school training.

4. Lack of trained personnel requires extensive extra-curricular work for physical Education teachers. More trained personnel is required.

5. More trained personnel is needed at the Provincial level to co-ordinate community activities.

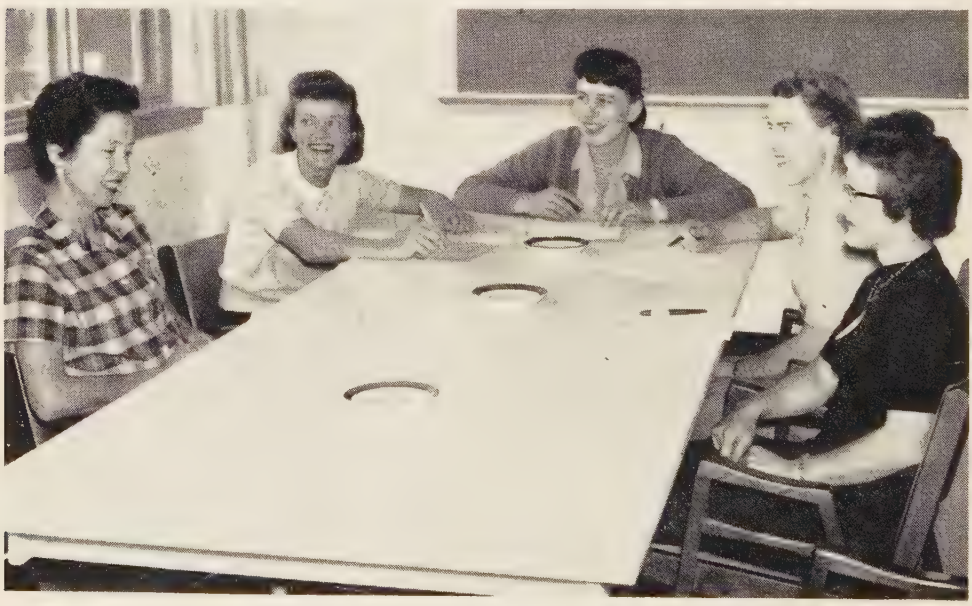
6. Budgets are inadequate or lacking.

7. Outdoor facilities are too small and underdeveloped.

Of particular significance is the fact that the Alberta Womens' group did more than merely discuss their professional problems. They instituted action through a presentation of the conference resolutions to the Provincial Government.

The following is a report of the conference and of the recommendations of the various discussion committees:

A Provincial Conference for Professional



L to R —Miss Elma Groves, Assistant Supervisor of Physical Education, Lethbridge.
—Miss Gretta Schwartz, Assistant Supervisor of Physical Education, Calgary.
—Miss Evelyn Hage, Edmonton Recreation Department.
—Miss Mildred Branum, Teacher, Drumheller.
—Miss Joyce Foster, Teacher, Innisfail.

Women in Physical Education and Recreation was held at the Banff School of Fine Arts, Banff, Alberta, November 11th through 13th, 1960. It was sponsored by the Edmonton Women's Branch of CAHPER plus the Community Recreation Bureau of the Provincial Government.

In attendance were 31 professional physical education and recreation leaders from St. Albert, Edmonton, Innisfail, Drumheller, Carbon, Calgary and Lethbridge.

Panels, discussion groups and workshops discussed problems which were common to all areas, among them, Public Relations, Professional Preparation, Recruitment of Personnel and Continuity of Programming.

Guest speaker of the Saturday session was Miss Doreen Gillingwater, instructor at the University of Alberta, recently from Great Britain, whose topic, "Physical Education in England" pointed out how this program is integrated throughout the various types of schools to be found in England, and contrasted life and attitudes in that country with those found in Canada and the West.

A highlight of the Saturday evening entertainment was slides and films taken at the Olympic Games in Rome, with a commentary by Miss Ruby Anderson, physical education instructor at the University of Alberta.

Results of the Conference were evaluated by a resolution adopted by this group, to be presented to the Government of Alberta requesting that qualified personnel be appointed to give guidance and supervision in the implementation of the required physical education programme in Alberta.

At the request of delegates, the conference divided into groups to discuss the following major topics:

"Evaluation and Standards"— Chairman Marjorie Clarke, Recorder Evelyn Bird. "Professional Preparation" — Chairman Elma Groves, Recorder Elsie McFarland. "Recruitment" — Chairman Evelyn Hage, Recorder Joyce Yamamoto. "Continuity" — Chairman Ethel Cuts, Recorder Sharon McCool. "Public Relations" — Chairman Yvonne Tremblay, Recorder Donna Huestis.

CANADIAN CONFERENCE ON EDUCATION

For the Second Canadian Conference on Education which has been called for February 1962 "guides" have been prepared as part of the Study Programme leading up to the Second Conference. These may be obtained in quantity free for use with your Branch or special groups of it.
Order from:

The Director,
The Canadian Conference on Education,
85 Sparks Street,
Ottawa 4, Ontario.

The Titles:

1. The Aims of Education in a Free Society
2. The Professional Status of Teachers
3. The Development of Student Potential
4. New Developments in Society
5. Financing Education
6. Continuing Education
7. Research in Education
8. The Citizen in Education

The "guides" will be available in French shortly.

Branches might well find these titles the topics around which they can plan meetings during the calendar year 1961. Our area of education crosses them all and we should have suggestions and plans to put before the Conference February 1962.

PARTICIPATION IN ADULT RECREATION

Ian Thompson, Director of Recreation for the Township of Etobicoke, reports that more than 1,500 residents of the township are participating in adult classes at 24 centres—mostly schools—in the community recreation programme.

A breakdown of the participation shows that golf instruction is the most popular with 198 people enrolled. Badminton is next with 147 and art rates third with 112 participants. Square dancing and keep-fit classes rank high on the interest scale.

MARKING and REPORTING in PHYSICAL and HEALTH EDUCATION

By N. M. WEST
Head, Physical Education Dept.,
McKenzie Collegiate, North York

In an attempt to obtain a valid mark, to show progress, or lack of it, in Physical and Health Education, two schools in North York are experimenting with a separate report. The idea, I know, is not new; however some thoughts and ideas are presented here for consideration.

First it is necessary to give you some background regarding the policies and procedures of the Board of Education for the Township of North York. Physical and Health Education is graded as any other subject and the marks obtained are entered on the regular term report and averaged with the other marks. The Board of Education is aware of the valuable contribution made by Physical Education to the overall education of its students and has always given full co-operation to any plans or ideas which might contribute to improvements. With this in mind Victoria Park Collegiate and Mackenzie Collegiate sought and obtained approval for a separate report to be issued twice during the school year (January and June).

The year is divided into two terms, Term 1 from September to January, Term 2 from February to June. Written examinations are held in January and June. Both examinations are compulsory for all students. Physical fitness tests are administered in September and May and recorded on the student's record card. Skills tests are given and recorded as each activity is completed. Cleanliness, neatness and completeness of the uniform is quickly checked each period. The student's attitude and application to his work is also observed. This serves as the basis for the report card.

A mark based on the written examination, term tests and projects is placed on the report. All other areas of testing and evaluation are rated. (See copy of the report). The mark obtained in this written examination will be inserted on the student's Easter report and be averaged with his other marks. The average of the June and January mark will provide a final mark for the student.

It is recognized that more work is re-

THE WINNIPEG SCHOOL DIVISION No. 1

Applications are invited for positions on the teaching staff of the Winnipeg Public Schools to commence teaching in September, 1961. There will be vacancies at both the elementary and secondary levels. At the secondary level there will be vacancies for teachers of physical education.

The following is an abstract from the current salary schedule which is based on years of academic and professional training beyond senior matriculation:

	Minimum	*Maximum*	*Annual Increment*
CLASS ONE (one year training)	$3000	$3850	$200 per annum
CLASS TWO (two years training)	3200	4650	200 per annum
CLASS THREE (three years training)	3600	5400	200 per annum
CLASS FOUR (four years training)	4300	7300	2 x $200, remainder $300 per annum
CLASS FIVE (five years training)	4700	8000	
CLASS SIX (six years training)	5000	8800	
CLASS SEVEN (seven years training)	5500	9700	

Allowance for experience — $100 for every year of teaching experience as recognized under Manitoba Grant Regulations.

Any teacher interested in making application should write immediately requesting an application form to Superintendent, The Winnipeg School Division No. 1, 136 Ellen Street, Winnipeg 2, Manitoba.

EXPLANATION	GRADING	
	TERM 1	TERM 2
1. PHYSICAL EDUCATION AND HEALTH KNOWLEDGE—This mark is based on a written examination, special projects and term tests. Health knowledge is acquired quite easily but is of little value unless a favourable attitude is developed and put into daily practice in the form of better health habits.	1.	
2. PHYSICAL FITNESS—is expressed in terms of strength, flexibility, endurance and speed. These factors underlie performance in all physical activity.	2. Above average .... Average ..... Below average	Above average .... Average ..... Below average .....
3. SKILLS ABILITY—Physical educators teach a variety of skills which will enable students to participate successfully in the activities of youth and in the active leisure time pursuits of adult life.	3. ACTIVITY GR. a) .... b) .... c) .... Key: AA—above average; A—average; BA—below average	ACTIVITY GR. a) .... b) .... c) ....
4. ATTITUDES AND APPLICATION—This includes attitudes toward self-improvement, co-operation, sense of responsibility, leadership and emotional control which involve participation, winning and losing graciously and an acceptance of the decisions of referees during games.	4. Outstanding ..... Satisfactory ..... Unsatisfactory	Outstanding ..... Satisfactory ..... Unsatisfactory .....
5. UNIFORM—Each student is required to wear a complete and clean uniform for Physical Education classes.	5. Satisfactory ..... Unsatisfactory	Satisfactory ..... Unsatisfactory .....
COMMENTS: Term 1	PRINCIPAL:	PRINCIPAL:
Term 2	TEACHER:	TEACHER:

quired to complete this type of report. However the extra effort is justified by a more useful and accurate report. The format may not be as satisfactory or as complete as it could be; however, it is a start and improvements can be made. The advantages are many — objectives of the programme are stated on the report and serve to explain to the parents what we are attempting to do. Each major heading is explained to give further information and guidance to the students and parents. The report indicates where areas of weakness and strength lie. Promotion marks are based on written examinations, projects and tests. By dividing the year into two terms it gives us an opportunity to cover a greater amount of work and set a more valid examination. I feel it serves to evaluate the programme and also necessitates closer observation of the pupil by the teacher.

NEW WORLD RECORDS

Fifteen world records were broken, seven were equalled and twenty-nine Olympic records were bettered during the 1960 Summer Games in Rome. A total of fifty-one records were broken or equalled.

The swimmers smashed six world records and equalled one. In every one of the fifteen swimming events a record was broken or equalled. Next came track and field, with five world records broken and four equalled. In track and field a record was broken in each of the ten women's events, while in the men's competition nineteen Olympic marks were set in twenty-five events. The weightlifters broke four world marks and equalled two. In shooting, one Olympic mark was broken.—(*From the Canadian Olympic Association Bulletin, No.* 8.)

MEASUREMENT and EVALUATION IN RECREATION

By JERRY A. DEMPSEY
University of Western Ontario

The need for closer relationship between physical education and recreation has frequently been emphasized in recent literature. The community schools' programme in Flint, Michigan, and the close co-operation existing between the recreation department and the local University in London, Ontario, are striking examples of the successful results of such reciprocation.

As a recreation director in the summer of 1960, I had the opportunity to apply the "scientific principles" of physical education —measurement, evaluation, guidance, experimentation to the field of recreation. My position involved the direction of a recreation programme, in a township of 6,000, for children and adults alike. Physical education found its way into many aspects of the programme.

Youth Fitness Study

Using the London Physical Efficiency study (1) as a guide, an evaluation was made of the motor ability, physical fitness and "physical efficiency" status, (2) of all elementary school children in the township. Standard score tables were constructed from the study to serve as a basis for the planning of a "Playground Physical Efficiency Awards Programme" in which suitable awards were offered at each of three different levels of accomplishment.

Following approval by the local board of education, the study was carried out at each of the township's six elementary schools. The study thus established a necessary working relationship between the recreation department and the schools which continued throughout the duration of the summer programme. The schools benefited further, in that their physical education programme was evaluated and a report and recommendations made available to the principals to serve as a comprehensive guide for any programme adjustments.

The study was designed to discover the physical needs of the children and thus provided the basis for the planning of the youth recreation programme. The introduction of vigorous, "big muscle" activities on the playgrounds was well justified due to the findings, for example, that 56 per cent of the boys and 66 per cent of the girls between the ages of 11 and 13 years were participating in no organized physical activity outside their regular physical education period. This portion of the programme was further supported in the analysis of data, with the discovery that the children's performance scores were relatively inferior in comparison to the results of London, Ottawa and London Township schools.

The construction of local standards to interpret the physical status of the children was found to be very meaningful to parents and educators alike. This was particularly

Straddle Pull-ups

true when a comparison of the individual's June and August test performance was made available to the parents through the mails.

The Physical Efficiency Awards Programme proved to be the "backbone" of the day-to-day activity on the playground. Its popularity far surpassed that of any other playground activity due mainly to its properties of easily discernible goals and attractive awards. The programme provided the introduction and the basis for the theme of "physical efficiency" which was injected into every facet of the summer's activity. Publicity gained from both the school study and awards programme was probably the major factor which led to the success of our other ventures with both the children and the adults.

The nature of the test items themselves, allowed for their introduction into various other portions of the summer's activities. The items, along with various sports skills tests, were used extensively as events in the many "tournaments" and track and field meets conducted at five different levels of playground competition. These competitive events ranged from those on an intramural basis to a timely "Junior Olympics" programme which involved children from two different townships. The test items formed the nucleus of a training programme established on the playgrounds in order to prepare the children for their competitions. The children came to regard such activities as straddle pull-ups, speed sit-ups, and endurance running, not as "calisthenics" or "drudgery", but rather as something which provided a great deal of competition and enjoyment as well as attractive awards. It certainly furthered our cause, I might add, to point out to the children the favourable effects that an improvement in their scores had upon their performance in the competitions.

"Junior Olympics Programme"

Limitation Method—reaction to command —"Everybody Up!"

The favourable attitude exhibited by the children toward planned vigorous activity and exercise was the most effective outcome of the elementary school study and the

(*Continued on page* 31)

EDUCATIONAL GYMNASTICS

By PERCY JONES

Organiser of Physical Education, Education Office, Nelson, Lancashire, England

In 1958, the British Empire and Commonwealth Games were held in Cardiff, and prominent amongst the many people there were visitors from Canada. Quite a number of these who were particularly concerned with Physical Education in Schools, attended the Annual Conference of the British Association of Organisers and Lecturers in Physical Education, which was held at Eastbourne during the week following the conclusion of the Games. Eastbourne is a holiday resort on the south coast of England and the Conference was held at the Chelsea College of Physical Education. The programme included lectures, films, discussions and demonstrations and we in Lancashire were very honoured to be invited to present to the Conference two demonstration classes of Secondary Boys' Gymnastics. These demonstrations were given by boys aged eleven and thirteen years from Bradley Secondary (Modern) School. This small mixed School, of approximately two hundred pupils, is situated in the centre of Nelson, a typical textile town in North East Lancashire, and since they have no Gymnasium, their indoor programme is conducted in a small central hall.

About the Author:

Percy Jones is a highly respected "educator" in his native England. Although born and raised in Wales, he has found his niche teaching and supervising Physical Education in Lancashire. As he states in his article, it is most difficult to put into words the teaching methods he has applied to gymnastics. It is unfortunate that every CAHPER member could not see and experience Mr. Jones' "education through action". Although using some of the principles of "Movement Training", his methods are a far cry from that form of activity. As his summer school students would attest, Percy Jones' gymnastics involve hard and vigorous but enjoyable work.

It is true to say that the demonstrations greatly impressed those who were present, including your President, Mr. Gordon Wright, Director of Physical Education for the Province of Ontario. In my capacity as Area Organiser for Physical Education, the work at Bradley School has been under my personal supervision, and at Eastbourne I was privileged to speak about the work and to introduce the classes. Work of the type shown has been developed by the Men Organisers of Physical Education in Lancashire, whose Senior Organiser, Mr. A. Bilbrough visited Ontario in 1954 and had the opportunity to outline the principles on which the work is based to a group of Physical Education Specialists who met specifically for this purpose at Mr. Wright's home.

Subsequent to the Eastbourne Conference, Mr. Wright invited me to join the staff of the Ontario Physical Education Summer School to teach a course in Gymnastics for men teachers in Secondary Schools, based on the type of work he had seen. I clearly recall the alacrity with which I accepted his invitation, though I did not at that time fully appreciate the thrills which the summer of 1960 would bring.

I spent five very happy and profitable weeks at the course, which was held at the University of Western Ontario, London, and the co-operation, friendliness and generous hospitality of staff and students alike contributed much to make my visit there such a memorable one. This was followed by an equally enjoyable, interesting and instructive week at the Ontario Athletic Leadership Camp at Lake Couchiching, where I was tremendously impressed by the facilities, the people and the purpose for which the Camp exists.

The Editor of your CAHPER Journal, Mr. Jack Life, with whom I was privileged to work at the Summer School has asked me to give you some idea of what I tried to do during the Course, but I hope you will

(*Continued on page* 27)

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THE HOP STEP and JUMP

By W. D. HUYCKE
Track Coach, McMaster University

The Basic Difference Between The Broad Jump and the Hop Step and Jump

Most high school coaches in selecting boys to represent their schools in the Hop Step and Jump, automatically pick their established broad jumpers. This "double" is quite understandable because the criterion of success in both these events is horizontal distance.

This double seems to pay off handsomely at the high school level; but loses some of its punch in university competition. Very few competitors attempt this double at the international level; and I predict in coming years that a high calibre double in world competition will be nearly impossible. Although both these jumps are "long jumps" there is an extremely important fundamental difference: that difference occurs the moment the competitor "hits the board". In the Broad Jump the competitor strives for height, in the Hop Step, the boy *must not* try for height. The more diligently a boy trains on the two events the more difficult it becomes to flip the "height-no height" switch when he reaches the take-off board.

Body Types and Physical Requirements

There is no specific body type for the two long jumps; although the Hop Step are usually *smaller men.* Two of the best Ontario High School Hop Steppers, Tom Skimming (Toronto Runnymede), and Bruce McKague (Brampton), are both 5 ft. 8 ins. and 150 lbs. It is essential that Hop Steppers have strong quadriceps and better than average speed. Until recently, speed for the Hop Step did not seem too important; but I feel Hop Steppers of the future will be in the under 10 second class.

The Ideal Situation v. the Normal Situation

In the high schools and universities of Ontario the outdoor season is approximately five weeks long. In many cases this is both the training period and competitive season for the Hop Stepper. This article deals with the Hop Stepper who trains year round.

Weight Training and Exercises

The heavy work for the Hop Stepper should be completed prior to the start of the competitive season (five weeks before the final meet). Most jumpers give their best performances when they are well rested. Bruce McKague of McMaster is at his best with four days of complete rest before a meet.

After the competitive season and in preparation for the following year, the following exercises are helpful to the Hop Stepper and the Broad Jumper. These should be carried out three times a week.

Duck walk—without and with weight jacket.

Double Hops (squat position to squat position) — without and with weight jacket.

Hops on alternate feet (free leg with knee as high as possible) length of gym and back — without and with weight jacket.

Heel raise (toes on 1-inch board) — weights.

Overhead Extension—weights.

Full Squats—weights.

Squat position, spring to full extension, crash back to full squat—without and with weight jacket.

There should be no weight training during the five weeks of competition.

Warm Up for Practice and Competition

Many competitors never reach their peak in competition due to insufficient warm up. We see the jumps of many competitors increase in distance during the meet with the best jump coming with the sixth attempt. How often have we heard the competitor say, "I was just beginning to feel right."?

If a boy is properly conditioned, a vigorous warm up will help him reach that peak in his first two jumps.

Warm Up

1. Jog ¼ mile.
2. Light exercises: toe touching; stretching; toe bouncing.

3. Jog ¼ mile.

4. 6 wind sprints: 1 wind sprint; jog 30 yds.; pick up speed for 30 yds.; jog 30 yds.

5. 6 "pop ups": 6 broad jumps with a 10-yd. run.

6. 6 "miniature hop steps": 15-yd. run to hop steps on the grass and landing in the pit.

7. Check the run through three times.

8. Rest for 10 minutes.

The Approach

To measure the approach of the broad jumper or Hop Stepper, the competitor must be completely warmed up and in top physical condition. Without these two prerequisites the accuracy of check marks is nearly impossible. I feel two check marks are enough for the approach to the long jumps.

The boy should jog to the first, accelerate to the second and then coast to the board. The run should be 130-140 feet in length. This length of the run will allow the boy to coast to the board and "gather" himself on his last two strides. The broad jumpers approach must be perfect for a maximum performance. To gain maximum height from the board the broad jumper must look up—this is most difficult if his eyes have been searching for the board on the approach. In this phase of the jump, the Hop Stepper has an advantage over the broad jumper as his eyes have started to come down as he hits the board.

Competitors must be prepared to adjust the length of their runs to the material and condition of the runways. These slight alterations for the fully prepared athletes are easily and quickly calculated.

Teaching the Hop Step

The Hop:

Perhaps the greatest fault of the novice hop stepper is the high bounding hop which sends the boy crashing down to a position which robs him of practically all of his momentum and spring. The hop must be a controlled "jump" in which the boy skims the ground to land in a position in which the body weight is directly above the foot. This control can be accomplished by having the boy keep his eyes parallel to the ground. It is of some value to the beginner to have him lean forward very slightly on the hop. The arms are bent much lower than in broad jumping.

The Step:

The key to successful Hop Stepping, is found in the second "jump"—the step. To insure adequate spring for this phase of the "triple jump", the body weight must be above the foot (this was discussed in the previous paragraph). To gain distance on the step, the leading knee must be held up as long, and or, high as possible. Some coaches say, "The ground must come up and meet the foot." As in the hop, the eyes look straight forward and the arms are low. The landing is similar to the hop, ensuring that the body weight is directly over the foot.

The Jump:

The jump of the Hop Step is like that of the Broad Jump. On the take-off, the eyes, chest and leading knee are raised, the hands come down above the head, the body may be arched or held in the tuck position, the feet shoot forward prior to landing and the hands and arms are thrown forward to prevent falling back.

The 10-8-9 Ratio:

The ratio of the Hop Step and Jump should be approximately 10-8-9. To practice this ratio, a goal should be set for the Jumper (45 ft.) and the lengths of the hop step and jump computed. This distance is lined out on the grass (16 ft. 8 ins.; 13 ft. 4 ins.; 15 ft.); so that the jumper does not use the regular runway; *but* he does land in the pit. This practice run can be set up 15 deg. from the permanent runway. The line which marks the end of the step should be very close to the pit.

After a complete warm up the jumper works on these lines, gradually adjusting his hop and step to the required ratio. This usually means cutting the hop and lengthening the step. With practice, this ratio will become habit. In practice, we replace the words Hop, Step and Jump, with Lean, Hold and Up. These three words are the key requirements for the three phases of the triple jump.

General Hints

1. Make sure your "long jumpers" wear heel cups at all times.

2. Do not have any boards between the Hop Step board and the pit.

3. Always keep the Hop Step runway level. (No holes or small cinders.)

THE TORONTO OUTDOOR NATURAL SCIENCE SCHOOL

T. A. WARDLE, Chairman,
The Toronto Board of Education

Canada's first outdoor school sponsored by a board of education was officially opened on Toronto Island on November 5th, 1960. This move by the Toronto Board of Education must be recognized as a new step forward in Canadian educational thought and practice. There is some precedent for this new venture in Ontario. Several private schools have operated pilot ventures in outdoor education including Upper Canada College and Pickering College. Miss Blanche Snell has had a grade nine project going for 10 or 12 years and Forest Hill administration has experimented with a plan of outdoor schooling.

Early reports of the Toronto Island Outdoor School are highly encouraging. The setting, which includes very real natural surroundings plus a genuine farm, seems to provide a very fine environment in which children may experience and learn the natural sciences.

The following is an excerpt from the remarks made by Mr. T. A. Wardle, Chairman of the Toronto Board of Education at the official opening of the school November 5th, 1960.

In my brief remarks I should like to mention the philosophy behind the Island Outdoor Natural Science School. The Island School offers an opportunity to substitute real experience in dealing with life in a rural setting, i.e., animals, flowers, trees, and other phenomena related to life in the country. Ordinarily a city child learns about these things through some slight experience in the summer or by talk. The Natural Science School provides an opportunity for the youngster to see the relation of these natural phenomena to his school programme of studies in reading, writing, history, geography, and arithmetic. To quote Mr. J. B. St. John in the Toronto Globe and Mail: "The purpose of the Natural Science School on Toronto Island is to study the earth and the sky, living things and rocks and water, and the human aspect in history and geography thus bringing back into the lives of city children an understanding of the natural roots of experience."

The provision of such a school was made possible by a set of fortuitous circumstances. (1) The Island provides a rural setting easy of access. (2) The Island setting is enhanced because of the work of the Metropolitan Parks Department, and particularly the model farm which that department has developed. (3) The Board of Education had a school building on the Island which would become surplus school accommodation owing to the policy which was set making the Island a park rather than a place of residence.

Therefore, the Board of Education had a school building available in a rural setting, close to the existing schools of the Board, and in an area where close co-operation could be received from the Park authorities, the Medical Officer of Health, and the safety services provided by the City through the Police and Fire Departments. All that was needed was the imagination to see the possibilities in the situation, and this was realized by the Principal of the Island School, Mr. Robin Dennis, and the Inspector of the district, Mr. Harry Martyn, who presented the first brief dealing with this matter in 1955.

While the Board of Education and the press of the city and the general public legislation existed which permitted a Board, such as the Board of Education for the City of Toronto, to spend money for this type of boarding school. Accordingly, during the time when arrangements were being made gave early support to the proposal, no for suitable legislation to be enacted, time was given for further study of the proposal, and for visits to other centres in United States where similar programmes were being carried on. Legislation permitting the Board to embark upon a project of this kind was enacted in the spring of 1960, and the Board provided in the 1960 budget, money for the development of the Island School.

(*Continued on page* 30)

A TRADITION OF FITNESS

LES VIPOND
National General Secretary, YMCA

(*This is one of a series of articles entitled "What Is The 'Y'?, which have appeared in the YMCA Bulletin*).

During the course of its long history of endeavouring to meet current human needs through imaginative program planning, the Young Men's Christian Association has repeatedly given the world new concepts and new methods through which to bring a more abundant life to its members and its communities. Many lists of YMCA "firsts" have been developed and some of them were published at the time of the Centennial. These lists included everything from night schools to Boy Scouts, from basketball to whirlwind financial campaigns. Most of our innovations are no longer our exclusive property, and so it should be — good ideas, methods and programs should be shared as widely as possible, especially if they contribute to human betterment.

Current concerns about the state of the physical fitness of the people of this country, about the embarrassing paucity of Olympic medals for Canada, about our enthusiasm for watching professional sport in contrast to our disdain of regular participation in amateur athletics, bring to mind the contribution that the 'Y' has made both to the cause of physical fitness and the development of sports and games as a means of human re-creation.

Dr. Roby Kidd at the recent conference for Ontario YMCA laymen said, "For a century the YMCA has been both a reconnaissance platoon and a garrison in the fight for fitness. Now, it seems, Canada needs your experience more than ever before. Some of us have given less thought and attention to the importance of physical fitness, physical education and sports in recent years than they deserve . . . . What is important is that the conduct of athletics, all over Canada, be in the hands of men and women who know enough and are patient enough to bring about high standards of fitness — physical, mental and spiritual. Have we undervalued this part of the YMCA tradition?"

We are becoming self-critical — and so we should — of our lack of whole-hearted enthusiasm for this field of endeavour which the YMCA in North America did more than any other agency in the history of modern times to present and make meaningful to mankind. Granted, it's difficult to enthuse people about an idea that's as old as the YMCA philosophy of physical education. One of the difficulties is, that this concept emerged and became full blown in a period of about 15 years toward the end of the last century. It's continually being elaborated, but unlike other phases of our work such as Boys' Work, Religious Education or Adult Education, it has never really changed in its essential nature, nor should it, in my opinion.

The reason for this can probably be found in the undoubted genius of Dr. Luther H. Gulick who, building from the foundation laid by Robert J. Roberts, developed almost single-handedly a philosophy of physical education that has never been superceded. To him we owe the YMCA triangle and more importantly, the idea behind it, which stated in his words is — "man's essential unity, body, mind and spirit, each being a necessary and eternal part of man, he being neither one alone but all three . . . a proportionate development of man's whole nature". To quote a few words is to over-simplify Gulick's philosophy of Physical Education. His writings and teachings should be restudied by new generations of Association leaders. His three great principles of *unity*, *symmetry* and *development* demonstrated the inadequacy of the body-minded dualism that had afflicted western thought ever since the time of Plato. More than that, they gave a framework for Association program that will provide a challenge for all time. In brief it means that man is one — his total life is less than abundant to the degree that he permits his

physical functioning, his mental activity and his spiritual aspiration to fall short of their potential. Ideally this means that a man's working and leisure time must keep in balance all these elements and the YMCA has the ability and the responsibility of providing the necessary activities to enable its members to keep their lives in wholesome balance. Association program should, therefore, provide not just variety — but opportunities for counselling individuals as they seek to make their lives richer.

Gulick's concept of "development" does not refer to just building muscles and improving physical skills. It suggests a life long process of growth in the three aspects of the whole man. Can any man lay claim to having realized his full potential in body, mind and spirit? We have not yet even perceived the depth of Gulick's insights with respect to development as a life-long goal. It's a challenge that few have accepted seriously, but it's a challenge that offers a life of excitement and satisfaction.

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YMCA awards to top Associations in the 1959 Physical Education audit were made at the YMCA Annual Meeting. Shown left to right, are O. E. Hawkins, who received the Winnipeg-St. Vital YMCA award; J. W. McVicar, national physical secretary; Mrs. R. L. Scott, for Brantford YMCA-YWCA; J. H. Histed, chairman, National YMCA Physical Education committee; H. W. Daly, for Winnipeg-Central YMCA; and E. M. Coleman, for Galt YMCA.

GYMNASTICS (*Cont. from page* 20)

realize how difficult it is to do this in a few words, especially without the assistance of any form of demonstration or illustration. Those who attended the course will, I think, agree that a practical experience of the work is almost essential to a clear understanding of it. Many factors have contributed to the development of this type of work, such as:

1. Our own dissatisfaction with the traditional work and its limited appeal to so many boys.
2. The tremendous success of the less formal approach developed in Primary Schools.
3. General trends in modern education with its emphasis on the needs of the individual.
4. The comments and criticisms of School Inspectors, Educationists, Teachers, Parents and others.
5. The reaction, response and enthusiasm of the boys themselves.

If the success of any method is to be judged by the reaction of the boys to the work being done, and I believe it should be, then the work which I am now attempting to discuss can be considered extremely successful. Few, if any boys can be described as failures and a sense of achievement is experienced by the many rather than the few. The talented are not handicapped and the less talented are not discouraged.

The Aims of this Approach:

In general terms, and perhaps in common with all other aspects of Physical Education, the aims are:

(a) To contribute to the education of the individual through physical activity,
(b) To educate the individual — physically.

These aims can only be achieved by a wide programme of physical activity of which gymnastics should play an important part. Through gymnastics we aim to develop physical ability in as wide and all-embracing a way as possible, so developing not only the anatomical and physiological qualities of strength, mobility, agility, stamina, etc., but also the qualities of control, dexterity, confidence, versatility and adaptability, which will enable each individual to make decisions quickly, to act immediately and to find satisfactory solutions to the physical situations met or to the tasks which are set.

Our school work must be conditioned by the necessity to consider the needs of each individual. The emphasis in this work therefore is on each individual boy, developing daily at different rates and in different ways, growing physically, maturing mentally, emotionally and socially. It is our duty to know, not only that there are basic similarities but that there are also many fundamental differences between individuals, in physique, in ability and in attitude and our work must be so planned that we can accommodate each individual to the full.

With this in mind the methods we employ should:

(a) Provide opportunities for each boy to experience a real sense of achievement.
(b) Appeal to all boys — such appeal being inherent in the activities performed and produced, and enjoyment a by-product of well planned, well chosen, well taught and well executed work, based on sound educational principles.
(c) Make the most of the potential ability of each boy. This applies equally to those who have more than the average physical ability as well as to those not so gifted and the work must be planned to ensure that each boy is making the maximum progress of which he is capable.
(d) Develop in the boys a greater understanding, not only of WHAT they are doing but also HOW they are doing it and so make them conscious of the many factors which influence all that they do.
(e) Provide opportunities for the boys to make a positive contribution, mentally as well as physically, and to exercise the natural learning processes of enquiry, discovery and consolidation. To do this they must be allowed to explore, to experiment, to use their imagination and initiative in many varied situations, and to be given the opportunity for the release and development of creative ability.

Can we say with real honesty that our more traditional methods accomplished all

these aims? Surely, somewhere, sometime, and as often as possible, each boy must be given a chance to experience the thrill of doing something really well, and of satisfying not only us as teachers but himself also.

Features of the Work:

Amongst the more important features of a lesson taken on these lines are:

1. The activities themselves — which are based on the natural movements and activities such as running, jumping, climbing, hanging, heaving, rolling, stretching, twisting, etc.
2. Informality — which has replaced the regimentation of "drill".
3. A conversational teaching manner instead of the command — response type of instruction.
4. Free practice — practising in one's own time instead of in class unison.
5. The various methods of individual, group and class coaching.
6. The use of demonstration and observation as teaching aids.
7. A simple lesson plan which can be easily modified and adapted to the particular situation.
8. The more varied use of portable and fixed apparatus.
9. The use of varied methods of presentation.
10. A realisation by the teacher of the individuality of each member of the class.

The Lesson Plan:

We believe that a plan is necessary,

(a) to ensure the harmonious development of all parts of the body,

and—

(b) to ensure that all aspects of the work are given adequate attention,

The plan we follow is:

Part I

(i) Introductory practices. This "beginning of the lesson" sets the scene, the tempo and the atmosphere and is usually in the form of individual or partner practices of a specific or free nature,

(ii) Running, jumping and landing practices.

(iii) Body movements,

(iv) Weight bearing movements on the hands.

Part II

(i) Class activities.

(ii) Group activities.

Each section of the lesson is a phase of training involving many activities and capable of development on many lines. Part I is mainly individual but sometimes with a partner, and is concerned with the training and development of the body and the ability of the boy to use it efficiently in as wide a variety of ways as possible. In due course, the development of individual and partner sequences or routines becomes a feature of the work, so that the various sections of this part of the lesson can be interchanged or repeated at the teacher's discretion and the variations, permutations and combinations of movements and activities created by the boys themselves become unlimited.

Though all that is done in the first part of the lesson can be regarded as "class activities" there may also be a desire for class practice with particular apparatus, e.g. benches, mats, wallbars, etc. for class practice of basic agilities, e.g. cartwheel, leapfrog, etc., or even class practice of a particular aspect, e.g. partner work. It is for this reason that we include in our lesson plan a section called "CLASS ACTIVITIES".

Group work, which forms the major portion of Part II of the lesson, involves the use of large apparatus and the class works in small groups of four or five boys. Here the ability and understanding developed in Part I is applied to the varying situations created by the introduction of large apparatus and the varying demands made upon the boys by the teacher. This is the climax of the lesson and the success enjoyed by the individuals is directly related to the effectiveness of the teaching done in Part I.

Methods of Presentation:

The method of presentation is determined by the amount of choice allowed to the boys or the degree of limitation which is imposed upon them.

1. *The "DIRECT" Method.* When there is a 100% limitation imposed upon the class and the boys are given no choice in what they do, the method employed is described as the "Direct" Method.
2. *The "INDIRECT" Method.* When the choice is left entirely to the boy and there is no limitation imposed upon him, except that of the apparatus be-

ing used, the method is described as the "INDIRECT" Method.

3. *The "LIMITATION" Method.* When there is some limitation imposed upon the class by the teacher and the boys are free to choose within the limitation set, the method is called the "Limitation" method.

Educationally, there are many points for and against the "DIRECT" and "INDIRECT" methods, and the "LIMITATION" method endeavours to make the fullest use of the good points of both. The best teachers use all three methods as the situation demands and combine them in such a way that one can lead easily and effectively to and from the other. Such a combination enables the teacher:

(a) To afford opportunities for exploration, invention and initiative.
(b) To "bring out" instead of always "pouring in".
(c) To cater for individual differences in physique and ability.
(d) To cater for the development of the maximum potentialities of the individual.
(e) To allow for progress at the individual's own rate, and
(f) To establish the right kind of discipline, based upon confidence, security and a sense of adequacy in both teachers and boys.

During the course in London, Ontario, I found that the teachers readily understood the implications of the "Direct" method of teaching because of its familiarity and also of the "Indirect" method because this was the opposite. I felt it was necessary, however, to stress the very great need for positive effort on the part of the teacher to coach, encourage and stimulate during those phases of the lesson when the "Indirect" method was being used. Unless skilfully handled, this method can prove to be most unrewarding, but this, I feel, is usually the fault of the teacher and not the method.

The "LIMITATION" Method:

The "Limitation" method, however, presented more difficulty, and it is for this reason that I am prompted to give a little guidance here. In addition to the need to remember anatomical requirements and the necessity for training in mobility and strength, there are other factors which affect movement of all kinds. These factors, of which teachers and boys should be aware, include:

(a) Speed — at different speeds, change of speed, etc.
(b) Direction — forwards, backwards, upwards, change of direction, etc.
(c) The part of the body being used.
(d) The shape of the body — stretched, curled, wide, etc.
(e) The part of the body on which the movement takes place — on hands, shoulders, feet, etc.
(f) The use of space — on the move, in a limited space, high, low, etc.

Generally speaking, the limitation imposed upon the class will result from:

(i) The setting of a task, problem or challenge by the teacher,

or

(ii) Observation of demonstrations by individuals, partners or groups of

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boys and the use made of the comments which such observation will produce.

The boys may be limited to:

1. Specific TYPES of MOVEMENTS
   e.g. Rolling, twisting, stretching, jumping, etc.
2. Work on SPECIFIC PARTS OF THE BODY
   e.g. hands, feet, shoulders, hands and feet, etc.
3. SHAPE of the BODY
   e.g. long, bridge-like, twisted, symmetrical, asymmetrical, etc.
4. "PREPOSITIONAL" USE of the APPARATUS
   e.g. on, along, under, over, between, round, off, etc.
5. The SPEED FACTOR
6. The DIRECTION FACTOR
7. The SPACE FACTOR
8. Combinations of two or more of the above factors,
   e.g. "Find ways of moving "OVER" the Box making the FEET the highest part of the BODY"
   or, "Can you take your weight on your HANDS and make your body STRETCH and CURL"

Conclusion:

As is usual when attempting something new it is wise to make progress slowly. Success depends upon conviction, understanding and the ability to implement the ideas and principles involved. This can only be achieved by changing gradually and retaining that which has already been of proved value.

It should always be remembered, however, that every teacher, no less than every boy, is an individual and that what one teacher can accomplish, another might not attempt. Teaching is such a deeply personal thing and the personality of the teacher often comes out strikingly in the method he adopts. There is no royal road along which all should travel and success lies in the ability of the teacher to experiment courageously, to clarify his principles, to keep a balanced view on what he hopes to achieve, and to select the material and method of presentation in a way which will best meet these ends.

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OUTDOOR SCHOOL (*Cont. from p.* 24)

The reception which has been given to this project from the press, from the co-operating agencies, from the Metro Council, from the Conservation authorities, from the Provincial Department of Education, from the Provincial Department of Lands and Forests, and many other agencies, has been most rewarding, and is a great tribute to the work of the present principal, Mr. Dennis, and the Inspector, Mr. Varty.

Special mention should be made of the gift of telescopes, field glasses, and other specialized equipment for the teaching of science, which were very generously provided by the Conservation Committee of the Canadian National Sportsmen's Show, through the good officies of Mr. F. H. Kortright, President of the Conservation Council of Ontario, and Mr. G. A. Stephen of Upper Canada College. The Board of Education is appreciative of the interest which has been taken in this school, and in this case the interest was backed up by a grant of $3,000.00.

Projects of this kind come into being because of the close co-operation of the Board of Education and the professional staff, in this case headed by Dr. Martin and his associates.

To me this is one of the highlights of my time as a Trustee to be in this place today, under these circumstances, and to have the honour and privilege of having this part in these ceremonies.

So, Mr. Chairman, having in mind the vision and high purpose for which this school was established, I have pleasure at this time in declaring this school officially opened.

Measurement in Recreation

(*Continued from page* 19)

playground awards programme. Because the children came to recognize enjoyable and beneficial results of a planned programme of "fitness" activities, I feel that physical education had earned a prominent place in the children's recreational programme.

Adult "Fun and Fitness"

Measurement and evaluation played an important, although less emphatic role in two other portions of the programme. Through school board co-operation, once again, gymnasium and outdoor facilities were made available and an evening adult "Fun and Fitness" class was conducted, once-weekly throughout the summer. Each class consisted of an opening exercise session, followed by a brief discussion period and wound up with an hour-long period of activities, such as volleyball, badminton and table tennis. The classes, although lacking in some respects, did emphasize an essential ingredient—education. Questions and discussion in such areas as exercise and weight control, cardiovascular fitness, muscular endurance and nutrition plus the periodic injection of tests and measurements to allow participants to discover exactly "where they stood" and how well they were progressing, turned the class into a meaningful and worthwhile venture. Just as the physical efficiency study and the awards programme had given the children an "education in activity", so had the application of measurement and evaluation to the "Fun and Fitness" classes provided the adults with an insight into the organic, aesthetic and enjoyable benefits of exercise and fitness.

Methodology Experiment

Measurement and evaluation in the form of an experiment in methodology was the third major area of application. The experiment took the form of an evaluation of the "indirect" and "direct" methods of supervising or teaching gymnastic movements on pieces of playground apparatus ranging from a simple modified pull-up device, to a more complex arrangement of pipes, hanging ropes and balancing beams. The experiment was carried on over the period of a month, with the test supervisors allowing "free play" and supervising indirectly for the first two weeks, gradually introducing "limitation" and specific instruction and finally combining both direct and indirect methods in their supervision. From the test supervisor's recordings and observations, it was found that the indirect or "free play" method was beneficial only up to a comparatively low level of accomplishment, and that the direct method achieved best results, with this young age group, when "limited" rather than specific instruction was employed. For example, instead of instructing the child to execute a specific skill in moving along the bars, "limited" instruction would specify only the direction of movement and would involve any number of skills from which to choose. Direct limited instruction was found to be highly conducive to imagination, variety and motivation and thus to the accomplishment of our objectives in the playground "gymnastics" programme. Such information, along with other characteristics and procedures which were brought out in the experiment, proved to be very useful to the playground leader in the supervision of such a programme. The experiment also brought out the overwhelming popularity and safety of such simple, creative, inexpensive apparatus and thus justified its continued use on the playgrounds. The publicity allotted the experiment, provided for further parent education in the field of measurement and evaluation.

Conclusion

Dr. Earle F. Zeigler offers an interesting analogy concerning the working relationship between the fields of physical education and recreation. "We are all playing on the same team! The physical educator takes his turn as the pitcher a short while before the recreational director comes in for his stint. Under normal circumstances, the recreational director must pitch from the fourth inning on in this game which takes in the players' whole lives." (3) It might also be considered that, *throughout the game*, while one is on the mound, the other is in the "bull pen" equipped with the ability, knowledge, facilities and programming to offer assistance and guidance in order that both may win. Measurement and evaluation is just one of the offerings which could lead to a fuller accomplishment of objectives in both fields.

RECREATION (*Cont. from page* 13)

as a force for the improvement of human relationships, you can in countless ways increase the number and strength of these important by-products.

The fact that no one individual can, by his own small efforts in his own small community, accomplish a great deal, should by no means discourage us. There is a familiar saying that a chain is no stronger than its weakest link, and in the case of a mechanical chain which has no power to mend itself, the saying is true. But I would like to leave with you the thought that in the case of a human chain, it is equally true that the chain is no weaker than its strongest link, for that link can and does impart its strength to others.

Great civilizations do not rise and fall overnight. The fall of the Roman Empire was preceded for many decades by thousands of daily failures and omissions on the part of its individual citizens. If our civilization eventually falls it will be for the same reason—because on innumerable occasions people like you and me have failed to live up to our responsibilities. If, on the other hand, we are to grow in strength, that strength must come from the same source, through our acceptance, in the course of our separate daily lives, of the full responsibilities of citizenship in a new kind of world.

Here, as I see it, is the great issue of our times. It is one towards the solution of which you can contribute much, and I am sure that you will not fail to do so.

HEALTH EDUCATION (*From p.* 8)

14. Application of butter is an effective treatment for burns.
15. It is necessary for optimum health to keep the windows open in the bedroom at night.
16. People with too much acid in their systems should avoid all citrus fruits.
17. Once you stop exercising, muscle changes to fat.
18. The best way to lose weight is by exercising.
19. The best thing to do when your muscles are stiff is to work the stiffness out by taking further vigorous exercise.
20. The cause of overweight in most cases is lack of exercise.
21. The immediate treatment to be given for sprain or strain should be the immersion of the affected part in hot water.
22. Over-exercise is a cause of heart disease.
23. Brushing the teeth after every meal is a sure way of stopping tooth decay.
24. It is a good idea for all persons to take vitamin pills daily.
25. Overweight is usually due to faulty glands.
26. Persons who have pimples or boils usually have bad blood.
27. Brandy should be administered to revive a person who has fainted.
28. To go on a diet always means to eat less food.
29. Cancer is communicable.
30. Tuberculosis is inherited.

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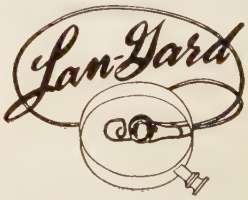

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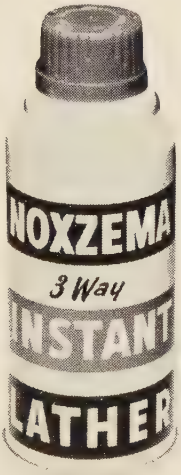

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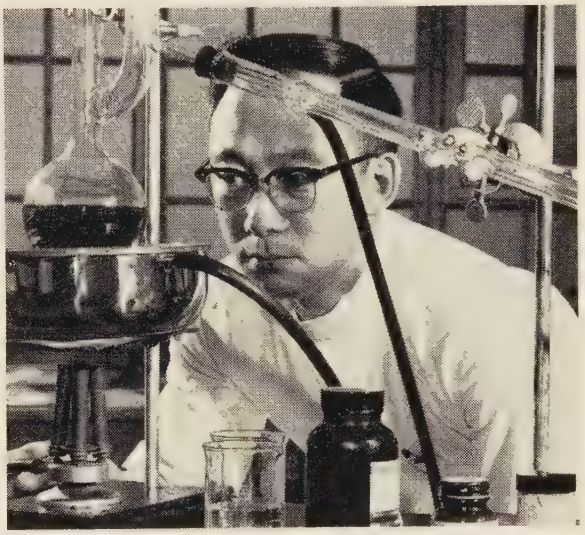

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OUR SUCCESSES (*Cont. from page* 5)

in our own ranks to serve as speakers, discussion leaders, "experts" on problems or programmes peculiarly Canadian. It must be noted as well that a large number of Canadians have been honoured in recent years, by other professional organizations both here at home and in the United States.

Canadian Publications

Fifteen years ago one could hold in an average-sized adult hand, the books written by Canadian physical educators. "Physical Fitness" by Kirkpatrick and Griffith, was the one text that had a fairly wide circulation. Since that time literally dozens of new and good books and pamphlets have been written by Canadians. Van Vliet's "Physical Education for Junior and Senior High Schools"; Spicer's "Play by Play"; Fry's "Time for Action"; Chatwin's "Physical Education for Primary Grades"; Ontario's Junior Division program; McVicar's "8 to 18", "75 Square Dances", "Clown Omnibus", and "Your Swimming Pool"; Phair and Speir's excellent book, "Good Health Today"; the 5BX Program of Bill Orban; the XBX program; the Air Force coaching pamphlets on Track and Field, Basketball, Hockey, Soccer, Volleyball, Flag Football, etc.—all of these have appeared to help us conduct better programmes in our schools and on our playgrounds. There are at least a dozen more in preparation—and this is only a start. The past ten years have been banner years for Canadian authors.

Elementary School Programming

In the past ten years, we have developed an approach to elementary school physical education that combines the best of British and American systems. Ellen Reid in Montreal has developed a truly magnificent primary grades program; the Nova Scotia Department of Physical Fitness has done wonders with its rural schools program; New Brunswick has taken a leaf from the Ontario book and has adopted the Nora Chatwin and Junior Divisions program; Andy Martin of New Brunswick Teachers'

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College has won at least two awards from his "Playtime" school broadcasts; the West has kept pace as well with vital new comprehensive elementary school programs.

College Athletics

Here too we have registered successes. More colleges are competing athletically than ever before. Intramural programs have developed rapidly. Coaching and teaching staffs have been drastically augmented. New conferences have been formed and there is now a move afoot to establish a truly national intercollegiate union. Less emphasis has been placed on recruitment and more on participation in those activities which are natural to the college's geographical location, climate, size, capacity, interest. The proof of the pudding is to be found in an analysis of football champions. Alberta and U.B.C. have won the western title in the last two years; all four Ontario-Quebec teams—McGill, Western, Queens, and Toronto—have had winners in the past few years; Mount Allison, St. Francis Xavier, and New Brunswick have all had title holders in the past three years. And talk centres on inter-conference and national competition. Mention must be made of the successes registered in international competition by the University of British Columbia's rowing teams.

Lay Support

During the past few years, we have seen several major national organizations and associations unite with us in the development of a better program of physical education and recreation for Canadians. The Sports Advisory Council, the Medical Association, the Red Cross, the Canadian Legion, have all developed programs or sessions devoted to ends which can best be stated as our objectives.

Successes ad infinitum

We have registered successes in many different areas—in programming, in testing and marking, in athletics, in sports promotion, in attendance at contests, in intramural athletics, in adult recreation, in camping, in skiing, in the whole area of fitness awareness.

All has not, of course, been accomplished. There still remain many tasks to be performed, many problems to be solved. We must provide more and better facilities; we must attract more young people into our profession; we must develop a program which will produce inquisitive young researchers who will investigate the many physiological problems which remain unsolved; we must develop our outdoor education programs; we must increase our school time allotment; we must solve the riddle of the school bus transportation problem; we must develop a pride in physical well-being among our young people; we must continue to write and promote and coach and teach and talk and sell.

How delighted Dad Lamb would be if he were here to survey our successes. For much of what we have done in the past fifteen years was made possible through his efforts from 1911 until his retirement. I am anxious to read an article in a 1975 issue of the Journal which might be titled, Our Successes in Physical Education, Part III, because I know that our efforts today will guarantee those successes which still escape us.

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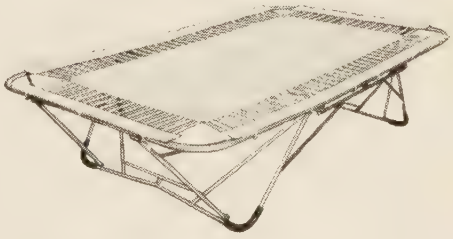

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ACROSS CANADA

By C. R. BLACKSTOCK
Executive Secretary

C.A.H.P.E.R. members were invited to meet with the Health League of Canada to plan a special Fitness issue of the League's publication "Health". This issue will appear in June 1961. This will be further evidence of a growing co-operative effort between organizations concerned with health and fitness education.

* * *

On January 24, 1961 Mr. Weichel representing Waterloo North in the Federal Government directed a question in the House to the Prime Minister about Minor Hockey. The Right Hn. J. D. Diefenbaker replied that he was aware that it was Minor Hockey Week in Canada and that he had sent a commendatory message to that sport governing body.

* * *

The Engineering Institute of Canada and the Canadian Institute on Sewage and Sanitation are making a nation-wide survey on "The Use, Conservation and Pollution-Control of Water Resources." The questionnaire has been sent to nearly 400 organizations, public and private, professional and lay, business and industry, educational and governmental. C.A.H.P.E.R. received one. All of us realize that our water resources, for all purpose, are being polluted and depleted to the danger point.

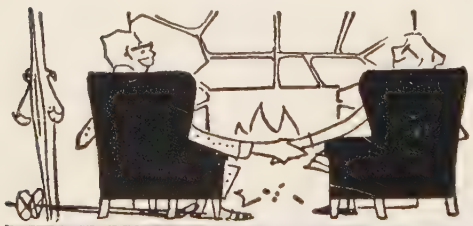
A.A.H.P.E.R. asked us to join them in a survey they have undertaken of "school-connected recreation" programmes. The requests have been sent to all Branches. We have had a fine response, even though some were rather puzzled as to what was meant. A.A.H.P.E.R. will send us the report of the survey which will be noted in the Journal.

* * *

The C.B.C. — T.V. on the afternoon programme, "Junior Roundup", Jan 26th telecast emphasizing safe practices and equipment for skin and scuba diving. The second part of the programme was a demonstration of the "Mouth to Mouth Method" of artificial respiration. Miss Jan Fort of the Ontario Division, Red Cross Water Safety Service, did the rescue and performed the method accurately on a small girl. Many of the questions which are asked about this Method were answered by Miss Fort during an interrogation session.

* * *

The Armed Forces and Civil Service Branch undertook to make a study of Branch Constitutions. The report has been received at the National Office.
It makes some recommendations which will be useful to groups presently forming a Branch and useful, too, to those Branches



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without a Constitution. A constitution provides form and continuity, both of which are desirable characteristics.

The Edmonton Women's Branch is circulating the second draft of "Standards in Athletics for Girls and Women." This is a project the Branch took on for the National W.A.C. The final report will be made at the Convention in Hamilton. Good Work Edmonton Women's Branch!

* * *

The Armed Forces and Civil Service Branch of CAHPER undertook, last June, to make a study of the kinds of constitutions our Branches operated under. H. Wilson, for President R. M. Greene has submitted the report of this study to the National Office. Beginning Branches or those which have not formalized one yet may write to National for a copy. (The report will be published in the Journal in a later issue).

* * *

We had further correspondence re getting duplicate copies of R. Tait McKenzie works. We know we can get Medalions of the "Brothers of the Wind" from Medallic Art Co. in New York. As soon as we have information about other works we will note it in the Journal.

* * *

For those interested in teaching the mouth-to-mouth method of artificial respiration the excellent film "That They May Live" is available through Red Cross Divisional offices or for purchase from "Pyramid Film Producers" 1726 West 60th Ave., Vancouver 14, B.C. This film does not carry any commercial advertising. It does not show the use of any adjunct or device with which to open the airway.

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SUMMER SESSION JUNE 19 - AUGUST 11

MEMBERS OF THE STAFF

Professors: Clarke, Dougherty, Esslinger, Haar, Poley, Sprague, Sigerseth, Woodruff. Associate Professors: Puckett, Rhoda. Assistant Professors: Amos, Brumbach, Munson. Instructors: Olson, Wiley.

VISITING PROFESSORS

Dr. Naomi Allenbaugh, Ohio State University; Dr. Richard Morland, Stetson University; Miss Nancy Van Anne, Colorado State College; Ingrid Nagel, Sportshochschule, Cologne, Germany; Erick Hawkins, New York.

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Courses leading to B.S., M.S., Ph.D. and Ed.D. degrees in physical education, health education and recreation are available. For instructors of elementary, secondary and college levels; courses include:

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COACHING CLINIC—June 12-16

An outstanding coaching clinic is offered at no extra cost to students who attend regular summer session. Rip Engle, of Pennsylvania State University, Bill Bowerman, Don Kirsch, and Mike Reuter, of the University of Oregon, will provide instruction in football, track and field, baseball and wrestling. An outstanding basketball coach will be selected later. 2 credit hours.

WORKSHOP IN PHYSICAL EDUCATION FOR WOMEN

Offered annually by the Department of Physical Education for Women. Contemporary dance, folk dance, tennis, badminton, archery, soccer, speed-a-way, basketball, tumbling, apparatus and rebound tumbling will be offered. Intensive work in skills, analyses, methods, development of materials, application of scientific principles of movement, organization patterns, and instruction for proficiency. Courses conducted in a workshop climate are scaled to needs of junior and senior high school teachers. 1-7 hours credit. June 19-July 7. Staff: Puckett, Woodruff, Dougherty, Van Anne. Featuring Ingrid Nagel, outstanding performer and teacher of gymnastics, with and without equipment, from Sportshochschule, Cologne, Germany; and Mr. Erick Hawkins, well-known dancer, choreographer and teacher from June 26 through July 7.

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BOOK REVIEWS

Taylor Statten by C. A. M. Edwards. Published by the Ryerson Press, Toronto, 1960. Pp. 166. Price: $5.00.

There have been few Canadians with the dynamic, personal magnetism of Taylor Statten, known to hundreds as "The Chief". He drew thousands to the support and work of the organizations and causes with which he was associated. And yet all whom he knew or met, felt the warmth of his friendship and his interest in them personally.

Like any other leader he attracted attention but those who chose to associate themselves with him or fell under the spell and challenge of his "causes" or "projects" soon found themselves focusing on the goals which he had pointed out. He had great faith in people to whom he never hesitated to delegate jobs, tasks and authority.

This first biography of Taylor Statten, who died in November 1956, is of special interest to any and all who are in health, physical education and recreation. Through the YMCA he pioneered, in association with J. Howard Crocker, athletic programmes for the boys' department and camping activities for the whole YMCA. The fitness of Canadians has been a concern of some of our leaders throughout this century. The Canadian Standard Efficiency Tests; Trail Ranger and Tuxis Boys' programmes — were evolved from similar programmes which had been developed in the States, and the Boy Scouts of Great Britain, and the father of them all, Ernest Thompson Seton's "Pioneers" or "Woodcraft Indians". Taylor Statten was the driving force that spread CSET across Canada. Closely associated with him through all this, and all his life, was W. R. "Bill" Cook.

He knew the need for, and the value of, outdoor recreation. Always an educator, even though a "left winger" in it, he developed the summer camp into the complement of education which it is today. The camp could teach the knowledge and skills needed to use the out-of-doors all one's life. Camping in North America especially, but in many parts of the world, benefits from the experimenting and probing Taylor Statten took part in, led and sponsored.

You will benefit from a reading of this biography. You will learn a good deal from it about the roots of all three aspects of our area of education. You might even be one of those who at some time came under his influence, in which case, beware reading this book. You will undoubtedly become reinfected and find yourself inspired to really respond to that admonition which was forever on the "Chief's" lips " . . . help the other fellow".

There is a saying, "Nothing makes a better man than a well-educated boy". This book tells you why and how "The Chief", Taylor Statten, earned the title from those who knew him, " . . . the maker of Men".

* * *

The following publications can be ordered from The Queen's Printer, Publications Branch, Ottawa, Ontario.

Flag Football. Playing — Coaching — Officiating. An RCAF publication designed to assist players, coaches and officials in improving the game of flag (or touch) football. Gives the purpose and conduct of the game, the rules for playing, officiating, coaching, the attack and defence. Well illustrated with diagrams. 80 pp. Cat. No. DC3-2360 ..... **$0.50**

Official Track and Field Rules 1957. Including revisions to 1960. Authorized by the Amateur Athletic Union of Canada. Includes

text of rules relating to eligibility to the International Amateur Athletic Federation rules, competition, running events, jumping events, throwing events, etc. Illustrated. 91 pp. Cat. No. H93-957 ..... **$0.75**

Official Revisions 1960 — Track and Field Rules. This pamphlet includes revisions only to the "Official Track and Field Rules", authorized by the Amateur Athletic Union of Canada, and published in 1957. Includes the index and text of revisions. 26 pp. Cat. No. H93-957/1 ..... **$0.25**

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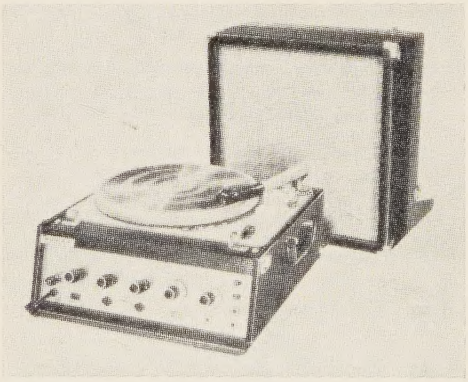

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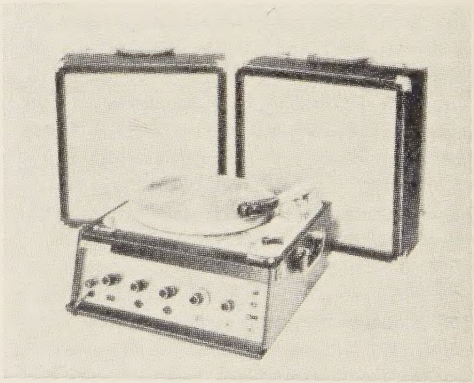

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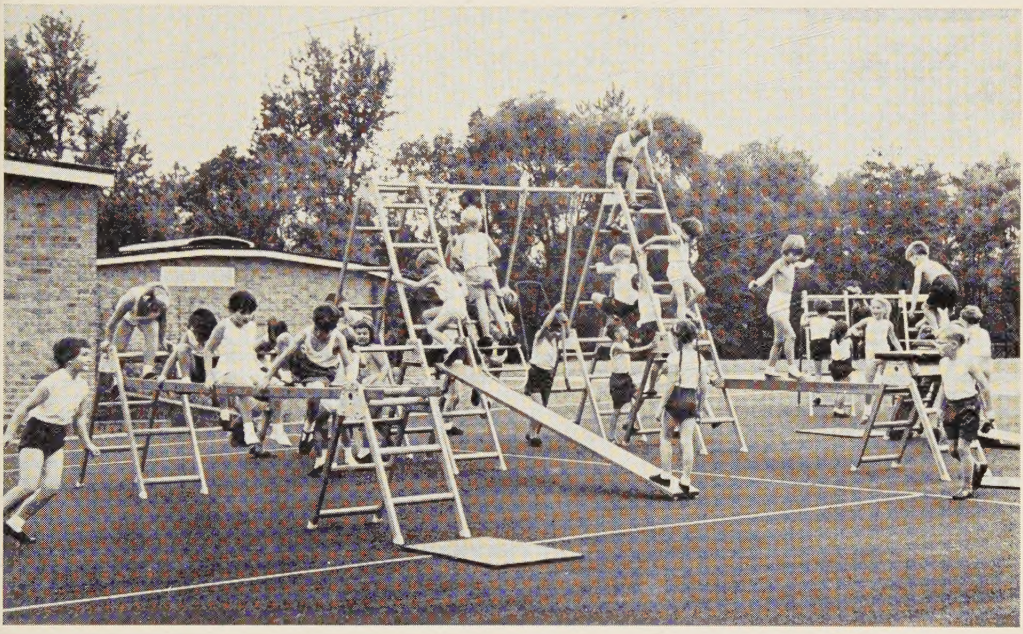

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